N 536 - Utilization of Nursing Research in Advanced Practice, Summer 2008

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Research Design

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Design Characteristics

- Maximizes control over factors to increase the validity of the findings
- Guides the researcher in planning and implementing a study
Level of Control: Quantitative Research

- Descriptive
- Correlational
- Quasi-experimental
- Experimental

Increased Control with Design
Concepts Relevant to Research Design (1)

**Causality**

A  \(\rightarrow\)  B

Pressure  \(\rightarrow\)  Ulcer

**Multicausality**

Years smoking  \(\rightarrow\)  Heart disease

High fat diet  \(\rightarrow\)  Heart disease

Limited exercise  \(\rightarrow\)  Heart disease
Concepts Relevant to Research Design (2)

- Probability: Likelihood of an outcome
- Bias: Slanting findings
- Manipulation: Treatment
- Control: All phases of design
Design Validity

• Measure of accuracy of a study

• Examined with critique of the following dimensions:
  - Statistical conclusion validity
  - Internal validity
  - Construct validity
  - External validity
Elements of a Strong Research Design (1)

- Controlling the environment of the study setting

- Levels of controlling:
  - Natural setting
  - Partially controlled setting: e.g., clinics
  - Highly controlled setting: e.g., laboratory
Elements of a Strong Research Design (2)

- Controlling the equivalence of subjects and groups
  - Random subject selection
  - Random assignment to groups
Elements of a Strong Research Design (3)

- Controlling the treatment
  - Choose a treatment based on research and practice
  - Develop a protocol for implementation
  - Document the implemented treatment
  - Use a check-list to determine the extent of completeness to which the treatment was implemented
  - Evaluate the treatment during the study
Elements of a Strong Research Design (4)

- Controlling measurement
  - Reliability
  - Validity
  - Number of measurement methods
  - Types of instruments
Elements of a Strong Research Design (5)

• Controlling extraneous variables
  o Identify and eliminate extraneous variables via sample criteria, choice of settings, or research design
  o Random sampling
  o Sample: Heterogenous, homogeneous, or matching
  o Statistical control
Problems with Study Designs

- Inappropriate for the study purpose or the research framework
- Poorly developed designs
- The research methods were poorly implemented
- Inadequate treatment, sample, or measurement methods
Selecting a Design

Is there a treatment?

Yes

No

Is the primary purpose examination of relationships?

Yes

No

Descriptive Design

Will the sample be studied as a single group?

No

Yes

Correlational Design

Quasi-Experimental Study

Is the treatment tightly controlled by the researcher?

Yes

No

Will a randomly assigned control group be used?

Yes

No

Is the original sample randomly selected?

No

Yes

Experimental Study
Selecting a Descriptive Design

Examining sequences across time?

- No
  - One Group?
    - No
      - Comparative Descriptive Design
    - Yes
      - Descriptive Design

- Yes
  - Following same subjects across time?
    - No
      - Cross-sectional design
    - Yes
      - Data collected across time
        - No
          - Studying events partitioned across time?
            - No
              - Trend Analysis
            - Yes
              - Repeated measures of each subject
                - Yes
                  - Longitudinal Study
                - No
                  - Case Study

- Single unit of study
  - No
    - Longitudinal design with treatment partitioning
  - Yes
    - Cross-sectional design with treatment partitioning
A Typical Descriptive Design

Clarification → Measurement → Description → Interpretation

Phenomenon of Interest

- Variable 1
- Variable 2
- Variable 3
- Variable 4

Description of Variable 1
Description of Variable 2
Description of Variable 3
Description of Variable 4

Interpretation of Meaning
Development of Hypotheses
A Comparative Descriptive Design

Group I {variables measured} → Describe → Comparison of Groups on Selected Variables → Interpretation of Meaning → Development of Hypotheses

Group II {variables measured} → Describe → Comparison of Groups on Selected Variables
Selecting the Type of Correlational Design

Describe relationships between/among variables?

Predict relationships between/among variables?

Test theoretically proposed Relationships?

Descriptive correlational design

Predictive correlational design

Model testing design

Research Design
A Predictive Design

Value of Intercept + Value of Independent Variable 1 + Value of Independent Variable 2 = Predicted Value of Dependent Variable
Selecting The Type of Quasi-Experimental Design

- Control Group?
  - No
    - Pretest?
      - No
        - One-group post-test only design
      - Yes
        - Repeated Measures?
          - No
            - Strategy for Comparison
              - No
                - Suggest Reevaluating design
              - Yes
                - One group pretest/post-test design
          - Yes
            - Compare treatment & control conditions?
Selecting The Type of Experimental Design

Pretest

- No
  - Post-test only control group design

- Yes
  - Repeated Measurements?
    - No
      - Examine effects of confounding variables?
        - No
          - Multiple sites?
            - Yes
              - Blocking?
                - No
                  - Pretest/post-test control group design
                - Yes
                  - Comparison of multiple levels of treatment
                    - Yes
                      - Randomized Block Design
                    - No
                      - Examination of complex relationships among variables in relation to treatment
    - Yes
      - Randomized clinical trials
        - No
          - Pretest/post-test control group design
        - Yes
          - Comparison of multiple levels of treatment
            - Yes
              - Randomized Block Design
            - No
              - Examination of complex relationships among variables in relation to treatment
Pretest-Post Test, Control Group Designs

<table>
<thead>
<tr>
<th>Randomly selected experimental group</th>
<th>PRETEST</th>
<th>TREATMENT</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randomly selected control group</td>
<td>PRETEST</td>
<td></td>
<td>POST-TEST</td>
</tr>
</tbody>
</table>

**Measurement of dependent variables**

**Manipulation of independent variables**

**Measurement of dependent variables**

**Treatment:** Under control of researcher

**Findings:**
- Comparison of pretest and post-test scores
- Comparison of experimental and control groups
- Comparison of pretest-post-test differences between samples

**Example:** Your self (1990). The impact of group reminiscence counseling on a depressed elderly population.

**Uncontrolled threats to validity:**
- Testing
- Mortality

**Instrumentation:** Restricted generalizability as control increases
# Post-Test-Only Control Group Design

<table>
<thead>
<tr>
<th>Randomly selected experimental group</th>
<th>Treatment:</th>
<th>Under control of researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randomly selected control group</td>
<td>Findings:</td>
<td>Comparison of experimental and control groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurement of independent variables</th>
<th>Measurement of dependent variables</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>POST-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>TREATMENT</td>
<td></td>
</tr>
</tbody>
</table>
Nested Design

<table>
<thead>
<tr>
<th>Pain Control Management</th>
<th>Primary Nursing Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary Care</td>
</tr>
<tr>
<td></td>
<td>Unit A</td>
</tr>
<tr>
<td>Traditional care</td>
<td>Unit A</td>
</tr>
<tr>
<td>PRN Medication</td>
<td>Unit B</td>
</tr>
<tr>
<td>New approach: “Around the clock” medication</td>
<td>Unit E</td>
</tr>
</tbody>
</table>
Advantages of Experimental Designs

- More controls in design and conducting a study
- Increased internally validity
  - Decreased threats to design validity
- Fewer rival hypotheses
Advantages of Quasi-Experimental Designs

• More practical
  ○ Ease of implementation

• More feasible
  ○ Resources, subjects, time, setting

• More generalizable
  ○ Comparable to practice
Developing the Design Section of Your Proposal

- Identify the design
  - Name it specifically

- Provide a map of the design
- Discuss your rationale for using this design
- Describe threats to the validity of the chosen design